

victory was the second largest in women's tournament history, a total team effort and really an astounding season with 36 wins and only 1 loss.

There were outstanding contributions by all of the players: Shea Ralph, Svetlana Abrosimova, Sue Bird, Swin Cash, Kelley Schumacher, Asjha Jones, and Tamika Williams.

Congratulations also to our great coach, Gino Auriemma, head coach; Chris Daily, associate head coach; Tonya Cardoza, assistant coach; and Jamelle Elliott, another assistant coach.

UConn Huskies have done really an outstanding job through the 1990s. National championships include an undefeated season in 1994-1995; eight Big East championships, including seven straight; NCAA tournament appearances every year; 313 victories, second only to Tennessee that we were lucky enough and able enough to beat last night.

Husky fans really are the best fans in the Nation. We have had a spectacular time.

To Coach Gino Auriemma and all the women there, really an outstanding season and a great lift to the State.

#### SACAJAWEA GOLDEN DOLLAR

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Washington (Mr. METCALF) is recognized for 5 minutes.

Mr. METCALF. Madam Speaker, in 1997, Congress passed long overdue legislation to place in circulation a new \$1 coin. Congress required that the new coin have a different edge, design, and color than the unsuccessful Susan B. Anthony \$1 coin. The Secretary of the Treasury, in consultation with Congress, was required to select the design for the new \$1 coin.

The U.S. Mint conducted an extensive public outreach program in selecting the final coin design. This included public hearings, broadcast on C-SPAN, focus groups, public coin design exhibits, extensive print media requests for comments, and over 130,000 letters, faxes, and e-mails.

The result is simply outstanding. The new coin is golden in color with a smooth edge, and on the face of the coin is a picture of Sacajawea, the Native American woman who aided the Lewis and Clark expedition.

The public's demand for the new Sacajawea golden dollar is unprecedented. Since its release January 26, 300 million golden dollars have been purchased. In 14 weeks, there will be 500 million golden dollars in circulation. It took the Susan B. Anthony dollar 14 years to create the demand for 500 million coins.

I commend the U.S. Mint for this incredible success in proving that the public truly does want a dollar coin. To meet this enormous demand for the

new coin, the United States Mint has done a terrific job of accelerating their production and shipment.

Recently, I had the honor of visiting the Philadelphia Mint, which employs 800 men and women who make this all happen. We watched the dollar coins coming through the stamping process. The Mint has doubled their production to 5.25, that is 5¼, million golden dollars a day by running 24 hours a day, 7 days a week. Because of their hard work, the U.S. Mint will be able to produce 1 billion coins by the end of the year.

Now, that is good news for taxpayers. But most people do not realize how good the news really is. It only costs the Mint 12 cents to make a Sacajawea golden dollar. Then the U.S. Mint sells the coins to the banks for full value, one full dollar. The result is a direct profit to the U.S. Treasury of 88 cents on every coin issued. At the end of this year, when 1 billion golden dollars are in circulation, the United States Treasury will have made a profit of \$880 million.

This profit will be eligible to reduce our \$5.7 trillion national debt. That is right. The Treasury makes a profit from issuing coins which helps lower the debt of our Nation. Yes, my colleagues heard correctly, a government department that makes a profit.

#### IN SUPPORT OF H.R. 4081, EdTEC

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Wisconsin (Mr. KIND) is recognized for 5 minutes.

Mr. KIND. Madam Speaker, as this Nation forges ahead into the 21st century, our children's education must keep pace with the rigors and demands of the information age and the new economy.

In recent years, our Nation's schools have been doing a good job of acquiring technology like computers, information technology networks, and the Internet access. Now as schools continue their efforts in acquiring and updating technology this allows time to focus on the result of these efforts, student education and achievement.

□ 1845

To help schools teach with technology, I, along with the gentleman from California (Mr. DOOLEY) and 17 other members of the new Democratic coalition, have introduced H.R. 4081, the Education Technology Enhances Classrooms Act, or EdTEC for short. EdTEC updates and reauthorizes the very successful and popular Technology Literacy Challenge Fund contained in the Elementary and Secondary Education Act. EdTEC maintains the core elements of the Technology Literacy Challenge Fund but focuses new attention on integrating technology and classroom curriculum

and also addresses a growing and troublesome trend: the digital divide.

EdTEC provides valuable framework for States and school districts to create and update their plans for education technology purchases, self-training and development, and, now, student learning. Teachers will be given more tools and guidance to actually use technology to teach core academic subjects.

Computers, networks, and Internet connections will not be used merely as research tools or for demonstrations. In the 21st century, students must learn with technology and do homework with technology just as they have always used encyclopedias, dictionaries, periodicals, and textbooks. Access and use of technology today is as important as the blackboard and chalk were to teaching in the past.

EdTEC also works toward closing the digital divide by targeting Federal dollars to schools most in need. For example, even with Federal and State resources dedicated to technology acquisition, in 1998, only 39 percent of classrooms in high poverty schools had Internet access. In contrast, 62 percent of classrooms in low poverty schools had Internet access. EdTEC focuses funds first on disadvantaged schools in cities, small towns, and rural communities according to poverty and high need.

Our Nation's schools have been working hard to provide their students with access to technology. The Federal Government, through the Technology Literacy Challenge Fund, has been instrumental in leveraging the resources of local communities to acquire that technology. In fact, since the inception of the Fund, the computer-to-student ratio has been reduced from 27 to 1 down to 14 to 1.

Nevertheless, we are at a point where most teachers report that they do not feel sufficiently trained on the use of technology in the classroom, and they do not have enough knowledge about what is available to them for teaching with technology. According to recent studies, only 20 percent of teachers report feeling very well prepared to use technology education as part of their teaching method. That is just way too low.

Students, in many instances, are more comfortable with the use of technology than their teachers and parents, but they do not always have access to technology resources at school which will actually capture their attention and enhance their learning. According to a recent survey conducted by the National School Boards Foundation and Children's Television Workshop, 53 percent of parents in households connected to the Internet report their children primarily use their home Net connection for school work. Forty-three percent of kids between the ages of 9 and 17 say their outlook about